Canadian Series of School Books

U.W.O. LIBRARY

FIRST BOOK

OF

READING LESSONS.

PART I

Authorized
By the Council of Public Instruction
for Ontario.

MONTREAL:
JOHN LOVELL & SON.

LTI001
A-28
06
70.1
869

1074

THE LIBRARY

UNIVERSITY OF
WESTERN ONTARIO

THE J. D. BARNETT
TEXT-BOOK COLLECTION

University of Western Ontario
LIBRARY
LONDON - CANADA

Class LT1001
428 .06 no.1 1869

Canadian Series of School Books.

FIRST BOOK

OF

READING LESSONS.

PART I.

Authorized
By the Council of Public Instruction
for Ontario.

MONTREAL:
JOHN LOVELL & SON, PUBLISHERS.

Entered according to Act of Provincial Legislature, in the Year One Thousand Eight hundred and Sixty-seven, by the Reverend EGERTON RYERSON, LL.D., *Chief Superintendent of Education for Ontario, in the Office of the Registrar of the Province of Canada.*

T332

TO THE TEACHER.

PART I. of the First Book may be adapted by the Teacher to any ordinary system of teaching. It is, however, specially intended to be used in the manner described below :—

(SECTION I.)

This Section embraces lessons on the *letter-forms*, and contains eleven lessons. It will be observed that the words used are those of either two or three letters, and that they are invariably arranged so as to form short sentences. These lessons are, in school, chiefly taught by means of a series of Tablets in *very large type*.

(SUCCESSION OF STEPS.)

I. The letters at the head of Lesson I. are drawn by the Teacher on the blackboard, or pointed out on the tablet, and the attention of the class carefully directed to their forms and names.

II. The first sentence of the lesson is then printed by the Teacher on the blackboard, or pointed out on the tablet, and each word distinctly pronounced by the Teacher, and repeated by the class, until the children can read the sentence as a whole.

III. The succeeding sentences are similarly dealt with on the blackboard, or with the tablet.

IV. When the pupils can read the sentences as they stand, the Teacher selects *from the lesson* other combinations of words so as to *form new sentences*, when, if the pupils know the word-forms of the lesson, they can read without assistance.

V. At the close of the lesson the pupils may be required to print on their slates all the letters and words found in the lesson.

VI. Each of the first ten lessons is dealt with in a similar manner. The eleventh lesson is by way of recapitulation—containing all the words used in the previous ten lessons. If Lessons I to X have been properly mastered, the pupils ought to be able to read Lesson XI without assistance.

Note.—It is of great importance that these lessons should be thoroughly mastered before the pupil proceeds to the Second Section. It is, however, recommended not to trouble the pupil with oral spelling at this stage. While he is learning to read, his eye is becoming familiar with the word signs, and he is insensibly learning to spell.

(SECTION II.)

Section II. contains, chiefly in words of three letters, lessons on the long and short sounds of the vowels and the single consonant sounds. It is supposed to be taught in connection with a series of Tablets in moderately large type, and with the large Chart of the Elementary Sounds of the English Language specially prepared *for the use of Teachers* in connection with this series of Readers.

(SUCCESSION OF STEPS.)

I. Each sentence is dealt with as in Step II., Section I., except that the Teacher should have to pronounce only those words which are new to the pupils. These new words, as they are met with, are pronounced after the Teacher, by the class individually and simultaneously.

II. When all can read the sentences as they stand, the Teacher, in order to test whether they know the new words, proceeds as in Step IV., Section I.

III. When the lesson is mastered, the Teacher draws attention to the *new* words at the head of the lesson, and using the blackboard or tablet, carefully directs attention to their points of resemblance and difference, both as to form and sound.

IV. A slate exercise may be given in connection with each lesson, and should include the careful copying of the words at the head of the lesson.

Note—Each lesson should be thoroughly mastered before the pupil proceeds to the next, and the back lessons may with profit be frequently reviewed. Experience has shown that the child had better not be troubled with any attempt at oral spelling, while in the first part of the First Book.

(SECTION III.)

This section continues, in words of four letters, the lessons on the *letter*-sounds commenced in Section II. It embraces lessons on the effect of the final *e*, the sounds of *a* flat, *a* broad, oo, oi, oy, ou, and ow.

SUCCESSION OF STEPS—same as in Section II.

EDUCATION OFFICE,
TORONTO, *December* 1869.

ALPHABET.

a b c d e f g h i j
k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N
O P Q R S T U
V W X Y Z

---

a b c d e f g h i j
k l m n o p q r s t
u v w x y z

---

1 2 3 4 5 6 7 8 9 10
I. II. III. IV. V. VI. VII. VIII. IX. X.

FIRST BOOK.

SECTION 1.—LESSON ON THE LETTER-FORMS.

LESSON I.

a, o, i, x, n, m, s, t.

is it an ox ?
it is an ox.
so it is an ox.
am I on it ? no.
is an ox on it ? no.
is an ox in it ?
an ox is in it.

LESSON II.

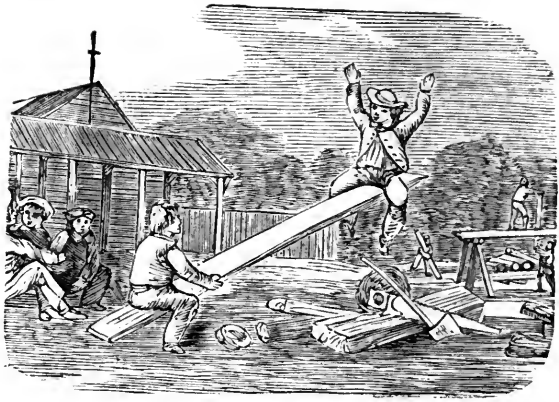
e, b, d, g, h, w

do we see an ass ?
we do see an ass.
is it an ox ?
no, it is an ass.
is he on it ? he is on.
see it go ?
go on, ass, do go on.
do we go to it ?
no, we go by it, so.

LESSON III.

c, f, j, l, r, y.

I see a jay by my egg.
is it my egg? no.
if it is an egg, it is my egg.
lo, it is an egg. it is my egg.
is my egg in it? an egg is in it.
he is at my egg.
he is at it, or by it.
is he by it, or on it? he is by it.



LESSON IV.

w, p, q, k, v, z,

I am up, he is up.
we can go up; so can we.
can an ox or an ass go up so? no.
I can see an ox by us.
do we go on an ox? no.
we go up, *up*, UP; see us go.
go ye up as we go and do as we do.
is it q or k or v?
it is k, no it is z.
we can say q, k, v and z.

LESSON V.

A, C, D, I, J, N, L, S, T, W, Y,

Do we go in it? No.
Jo and Ann go in it.
Can the dog run?
Yes, he can run, and so can Tom.
Am I to go by it? Yes.
Lo, Tom is in it.
So is Jo in it, Ann is in it, too.
We go so, see us run.

God can see us, let us do no ill.

LESSON VI.

B, E, F, G, H, M, O, P, R.

May Bob go on it? Yes.
Go on, Bob. It is my nag, O go on.
He is on it, see Bob on my nag.
Put Fan on my nag too.
We can see Fan and Bob on my nag.
Run on, nag. O see him run.

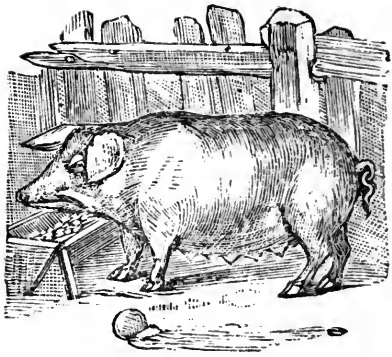
If we are bad, God will not love us; and we can not go to Him when we die.

LESSON VII.

U, Q, V, X, Z, K.

Can we say A, B, C ?
Yes, and we can say E, Q, W and V.
We can say X, Z, W, and K, too.
So can Jo and Ann say X, K, and U.
Tom can say B and M, so can Fan.
Bob can say S and T and O ; but he can not say Q or W or V or Z or K.

A good boy will not tell a lie, for it is a sin to lie, and God hears all we say.



LESSON VIII.

O see the big pig! Do you see it? Yes.
It is not an ox or an ass, it is a pig.
It is a big pig, and it is a fat pig.
So it is, it is a big, fat pig.
The pig is by his sty.
Can the fat pig run?
Yes, as he is not in his sty he can run.
Run on, pig. O do run and get the dog
Go on, pig. See him go to his sty.

It was God that made us.

LESSON IX.

How sad the old man is! Can he be ill?
Yes, the old man is ill. See him beg.
Why does the old man beg?
See, he is all in rags; see his old hat.
He has no son, and as he is old and sad he has to beg.
We can aid the old man, if we try.
Let us put it in his hat.

We owe all we have or are to God—He keeps us in life.

LESSON X.

Ann can get an egg, for she has ten hen
Do you see Ann and her hens? Yes.
The hens can run and fly.
One hen is in the pen, can it run too? N
May I go to Ann? Yes.
Go and see the hens fed.
Do the hens go to bed?
Yes; but the hens do not go to bed as we go to bed.
Hens go to bed on a bar by the top of the pen.

Do not take God's name in vain, or say bad words.

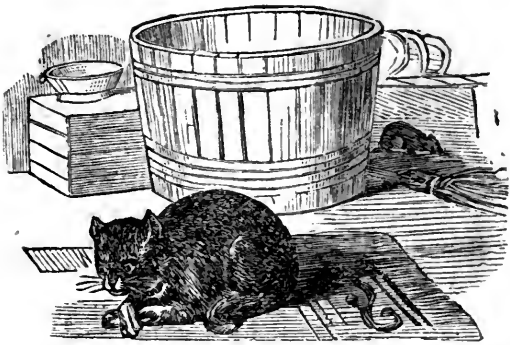
LESSON XI.

Can an ox eat hay? Yes; an ox and an ass can eat hay; but a hen, or a pig, or a dog, can not eat hay. Can a pig, or a fat dog, eat an egg, if it be a big egg? Yes; and so can Jo, or Ann, or Tom, eat an egg. Can a man and a big boy eat a fat hen? Yes, if it be not too big.

May I go on my nag to get an axe and a pen? Yes, get ten pens, but do not let the axe cut you. Aid me to get on my nag,—I beg you to put me on. Can not you get up? No. Try to do so. Put the nag by the sty, my son, and you can get on him if you try. I am up, and I can sit on him, and let him run.

Old Gip is ill, go ye to him, Bob and Fan, and see if he is fed. Why can not Ann go too? She may go, but she can not get her hat, and she is all in rags. So Gip is in bed, let us put the jay on top of him. See him run at the jay, and see the jay fly to the top of the bar! Do not do so, I say, for Gip is so ill. He is sad, and so am I. He does not see you and me, as we sit by him.

Can Bob not say all his A, B, C? Not all,—he can not say K, Q, V, X, E and Z. He can say K, and E, and Q. Now, Bob, try to say V, X and Z. Now he can say all his A, B, C. So can Ann, and you may see her try to get Gip to say, A, B, C, D, E, F too, but he can not do it.



LESSON XII.

at	fat	Pat
bat	hat	rat
cat	mat	vat

A vat is a big tub. Do you see the vat? Yes; and I see a fat cat on a mat by the vat. I see a box by the vat, too, and on the box a tin pan.

Ah! I see a rat, but the cat does not see him. Run, rat, or the cat may get you. May Pat put on his hat and try to get the rat? Yes; but the rat may fly. A rat can not fly, it can run; a bat can fly, but a bat is not a rat. Get up, old fat cat, and get the rat.

LESSON XIII.

bad	mad	bag	nag
had	sad	fag	rag
lad	add	hag	wag

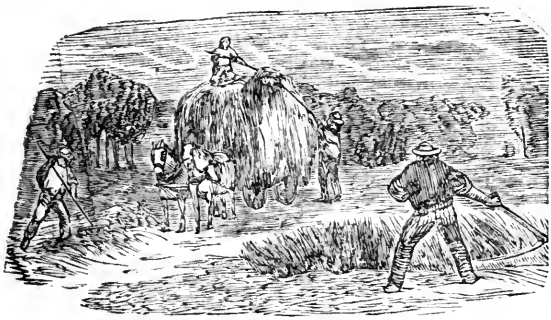
Tom has ten nuts in an old rag bag. He is a sad wag, but he is not a bad lad. He is sad now, for he had a dog and a nag. Fag, his dog, got ill; he was mad, and Tom had to put him in a big pit. He has no dog Fag now, and so he is sad. Let us go to Tom, and see his nuts and his nag. Now we go, we do not lag on the way. See the nuts! Let us add—one and two and six and one; yes, Tom has ten nuts. We can add up to ten.

LESSON XIV.

an	Dan	man	ran
can	fan	pan	tan

Ann, put on the hat, or the sun may tan you. May I not use my hat as a fan? No, a hat is not a fan; put it on. Now, Dan, let us go; can you see Bob? No; Bob saw a man on a nag, and he ran to him. The man had a rat in a tin pan, and he put the pan in a bag. Bob ran to him, but he is not far off. Run, Dan, and get him, and let us go.

God is love, let us seek to do His will.



LESSON XV.

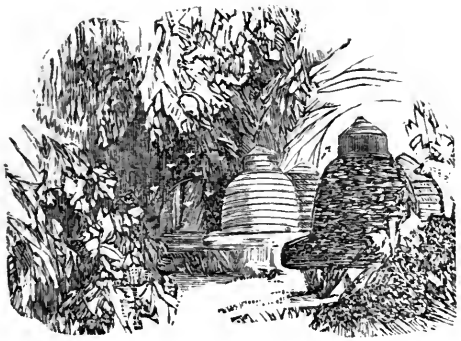
bay	hay	may	say
day	lay	nay	ray
gay	jay	pay	way

Let us go to the bay to-day. Nay, my son, I can not let you go to the bay. You may go and see the men at the hay; but put a hat on, or the rays of the sun may make you ill. Now, Dan, let us go and see the hay. Can Tom go too? Yes; Tom may go, and so may Fan. Now we are all out, let us run. I see one man on the hay, he has two nags, but his nags do not run. Do you see the man lay the hay on the top? Yes; I see him do it. Do not get in the way, or the man may not see us, and he may cut you. Who is on the hay? It is Pat. Pat, if you let me on the hay, or on one of the nags, I will pay you for it. Will you, Pat? No; you may be in the way.

LESSON XVI.

bed	beg	Ben	get	pet
fed	leg	den	let	set
led	peg	hen	met	wet
Ned		men	net	yet
red		ten		

Say, Ben, are you in bed yet? It is a wet day; but get up, Ben, and let us go and see the net we set for the jay. I met Ned, and he was at it. He says a jay was in the net, but a big cat ran to it and got the net off the peg. Ned hit the cat on the leg and got the net; but the cat has the jay. Ned says, too, that a red fox got my pet hen and ran off to his den. He will eat her up. So the fox and the cat will be fed. Now, Ben, I beg you to get out of bed—see, the sun is up.



LESSON XVII.

be	we	bee	pea
he	ye	see	sea
me			tea

Is Bob at his tea? No; he has had his tea, and so have we had our tea.

Do let Bob go with me and Ned to see the bees.

He may go, but do not let a bee get at him.

Do not let Bob cry. May we run? Yes; run on. Now we can see the bees. Ah! Ned, do not do so. We may not hit the bee, or it will get at us; let it be. Why does Bob cry? Ned hit a bee with a pea, and the bee got on his eye, and made him cry.

Is a bay as big as a sea? No; a bay is not as big as a sea; nor is a rat as big as an ox.

LESSON XVIII.

in	dig	did	it
gin	fig	hid	bit
pin	gig	lid	fit
sin	pig	lip	pit
tin	wig	sip	sit

What is this old man at? Does he dig?

Yes; he digs a big pit to put an old pig in.

Has the old man a wig? Yes; he has a wig on.

May I get his wig? No; it is a sin to vex an old man.

Let us take the tin can and go and sit by the old man. What is in the can? It is not gin, it is tea. We may let him take the lid off the can and put his lips to it, and sip it up. Have you the can and the figs? No; the can is in the gig. Did you see the lid? No; it is hid; but as it does not fit the can, we may let it go. We can not get it. Can you let me have a pin and a bit of rag? Yes.

LESSON XXI.

oh	mow	doe	oar
no	low	foe	oat
go	row	toe	boat
so			own

Oh! do you see the man in the boat? Why does he sit so low? He has an oar to row with, and the boat is his own. We may go in the boat, so may Tom; but Fan and Ann may not go. If we go, let us not get on the man's toe, or he will cry out, and if we vex him, he will not row.

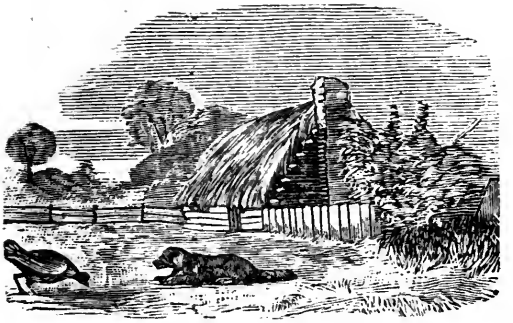
Now get in, and we will go in the boat on the bay. The man will take us to see a doe in a pen. Why is the doe in a pen? Old Nep, the big dog, is her foe, but he can not get at her in the pen. What does the doe eat in the pen? The men mow oats and pease for her, and she eats them.

LESSON XXII.

jug	bun	up
mug	fun	cup
pug	run	sup
rug	sun	pup

Ben and Fan are at tea. Has Ben a mug or a jug? Yes; Ben has a jug and a cup, and so has Fan. It is fun for them to sup on tea and buns. They do not sit in the sun; you see they have no hats on. When they have tea, they will go out. Ben will take his pop-gun and his pup, and Fan will take her lap-dog, and they will all have a run. Fan's dog is a pug, and it sits on a rug.

Ben may not hit Fan's dog with a pea, or he will cry and it will vex Fan.



LESSON XXIII.

dew	new
few	yew
hew	you

Do you see Ned's hut and dog and hen? Ned is not in the hut now. He has a new bow it is made of a bit of yew, and he ran off to-day to try and get a few nuts. He has his new bow with him. Will he not get wet with the dew? Yes.

Ned's dog sits by the hut. He will not run off till he sees Ned. If the hen sees a fly or a bug she will get it and eat it, then she will go to bed.

God sent His Son to save me; O that I may love Him and fear Him, and pray to Him, and do His will!

LESSON XXIV.

can	cane	make
man	mane	take
pan	pane	lake
cap	cape	game
tap	tape	lame

Jack was told one day to take his cap and cape and to go for some pins and tape. He ran all the way and he soon got back. Then he ran with his dog to the lake, to make him go in. The dog did not go in, so Jack hit him on the leg with his cane. This made the dog lame. It was a sin for Jack to do this, and he was sad when he saw how lame his dog was. So Jack and his dog went back, and they had no more games that day. Jack felt that he had been a bad boy, and he was sad.

LESSON XXV.

hid	hide	din	dine
rid	ride	pir	pine
bit	bite	fin	fine
dim	dime	Tim	time
din	dine	win	wine

Tim has a fine dog, his name is Tray, and he can run and bark. Tim can ride on his dog, and if you give him a dime, he will let you have a ride too.

Now, let us go and dine; then, if we have time, we will go and take a ride on Tray. May we have some wine? No; boys do not take wine.

Will Tray bite us! No; he will not bite. When Tim goes to tie him up by the pine-tree, he will try to hide, and he will cry and bark; but he will not bite.

Tray is a fine dog, but he is not mine. He is Tim's, and Tim will not take ten dimes for his dog.

LESSON XXVI.

hop	hope	Jane	hill
mop	mope	Kate	will
not	note	page	mill
rot	rote	come	till
rob	robe	some	

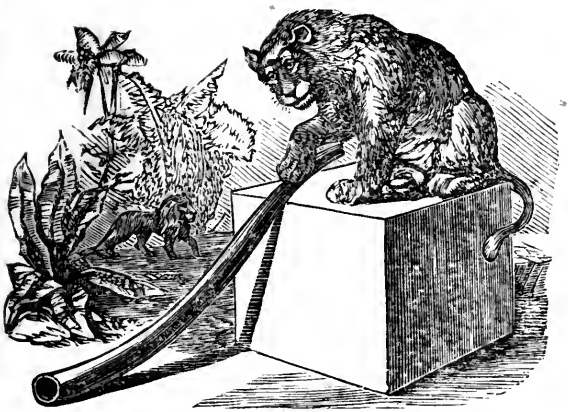
Now, Jane, I hope you will not mope with your book all day. It is a fine day, so put on your hat and robe, and let us go and see the lake.

I can not go yet, Kate, for I have to get this page by rote, and then I have to take some notes to the Post for Ann, who is ill.

Well, Jane, get on as fast as you can, and I will go and skip on the hill by the mill, till you come

---

Sin is the cause of all our woe.



LESSON XXVII.

cub	cube	tun	tune
cur	cure	tub	tube
pur	pure		

Is this a cat or a cur? It is not a cat nor a cur; it is a cub, and it sits on a cube. It can pur like a cat, and it can bite; but it can not run, for it is lame, its leg is cut. Can we cure his leg? No; for he will bite us if we try to cure his leg. A good dog will not bite us if we try to do him good. What has he on the cube? He has a pipe, or a tube, but he can not play a tune on it.

Let us try to be pure and good, and to do good.

LESSON XXVIII.

ball	hall	haw	talk
call	tall	jaw	walk
fall	wall	raw	hawk

Well, Bob, let us go to the hall and play ball, as we can not go out to-day. But, Ned, I can not go out yet, as I have to get my task. Well, may we talk? Yes, we may talk. I went out for a walk, and I saw Tom and Kate at the tall haw-tree by the gate in the wall. Tom was in the tree, and he got a fall; he cut his jaw, but he did not cry. Kate got a lot of haws, and two hen's eggs by the tree. A hawk made the hen run, and so Kate got the eggs. Call Kate, and tell her she may not eat the eggs raw; and that she is not to eat the haws at all, as they will make her ill.

LESSON XXIX.

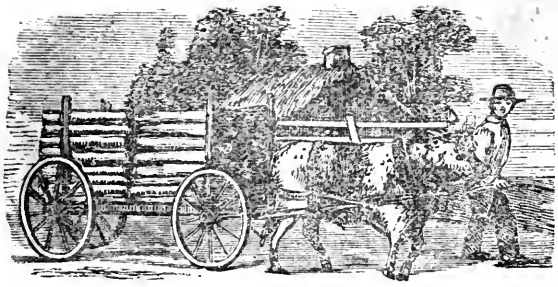
are	arm	cart	hark
far	harm	part	bark
jar	farm	tart	mark
tar			park

This man's name is Sam; he has far to go, and he is lame and sad. He now sits on a log in the park to rest. He will wait for the cart to get a ride to his farm. Hark! is that the cart? No, the cart does not come yet. It is a dog, he may bark at Sam but he will not harm him. Let us have some fun with Sam; let us take tar out of the jar and go up to Sam and mark his arm. No, Ben; we are not to do so—we are not to do to Sam what we do not like Sam to do to us. Go, give him part of my tart.

LESSON XXX.

bull	pool	wood	move
full	cool	good	soon
pull	room	hood	noon
put			

One hot day, at noon, Jane put on her hood to go to a cool wood for nuts. She gave her dog and kid some food, and told them to be good till she came back. She soon ran off to the wood, and got a fine lot of nuts. She had her hood full of them, and was on her way home, when a mad bull ran at her. She fell in the mud, and lost all her nuts and her hood; but the bull did not get to her. She had not room to move; but when the bull was gone, a poor boy was so good as to pull her out of the mud. He got her a hat and some nuts, and she went home. The dog and the kid had been good all the time.



LESSON XXXI.

oil	soil	boy	joy
boil	toil	coy	toy

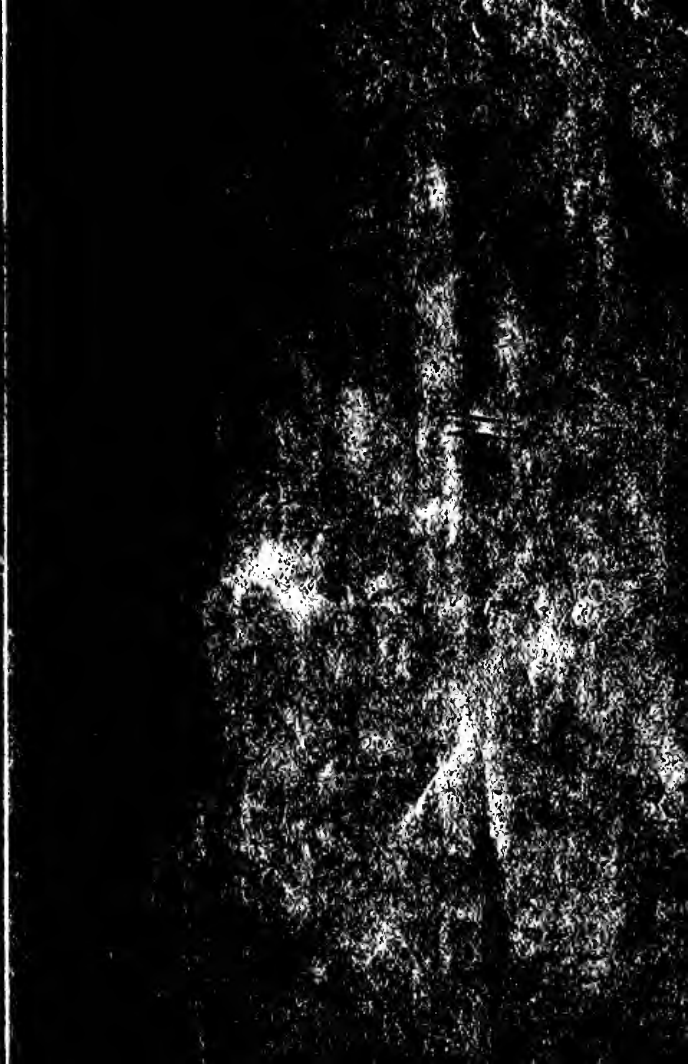
This boy has been with his ox-cart for a load of wood. Do you see how the ox has to toil to pull the cart? In the soft soil he can not pull it. They want the wood to make soap. They will mix some lye and oil in a pot and boil it for a long time, and so they will make soft soap. The boy is too big to get a toy for his toil, so they will give him some coin. They may give him as much as five dimes for his day's work. It will make the ox glad when he goes home to get a good feed of hay and oats.

It is a great sin to break the Lord's day, or to take the name of God in vain.

LESSON XXXII.

out	our	bow	row
gout	hour	cow	sow
loud	sour	how	now

Tom goes now on his nag to take some milk to old Jake. Our cow gives the milk; and it is good milk, it is not sour. Old Jake can not go out, for he is lame; he has the gout, and it is kind of Tom to take him some milk. Tom will make a bow. Tom will give him the milk, and he will be back in an hour. How does Tom make that row? It is not Tom, it is an old sow in the sty. Is the cry of the cow as loud as that of the sow? Yes; she does not cry like a pig, but she can cry as loud as a pig



Lovell's Series of School Books.

AUTHORIZED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR ONTARIO.

LOVELL'S GENERAL GEOGRAPHY, with Maps and Illustrations.

EASY LESSONS IN GENERAL GEOGRAPHY, with Maps and Illustrations.

HISTORY OF CANADA and of the other British Provinces.

COLLIER'S HISTORY OF THE BRITISH EMPIRE.

CANADIAN FIRST BOOK OF READING LESSONS. PART I.

CANADIAN FIRST BOOK OF READING LESSONS. PART II.

CANADIAN SECOND BOOK OF READING LESSONS.

CANADIAN THIRD BOOK OF READING LESSONS.

CANADIAN FOURTH BOOK OF READING LESSONS.

CANADIAN FIFTH BOOK OF READING LESSONS.

CANADIAN ADVANCED BOOK OF READING LESSONS.

NATURAL PHILOSOPHY, PART I.

NATURAL PHILOSOPHY, PART II.

TODHUNTER'S EUCLID.

JOHNSON'S BOOK-KEEPING.

For Sale at all Bookstores.

JOHN LOVELL & SON

MONTREAL.